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ABSTRACT

The state of Washington implemented the Readiness to Learn program as part of the state's Family Policy Initiative. The primary goal of the program is to serve as a formal link between education and human services by authorizing grants to local school-linked, community-based consortia to develop and implement strategies that ensure children arrive at school ready to learn. This report provides updated evaluation findings for 1999-2000. The findings show that Readiness to Learn continues to successfully help students and families increase the likelihood of success at school and promote systemic change among service providers. Highlights from the 1999-2000 year include the following: (1) a logic model that describes the structure of the learning and teaching support programs was developed; (2) Readiness to Learn served 4,391 families and 5,583 children, referred primarily for academic problems, family basic needs, school behavior problems, and family problems; (3) families received services related to their children's education, basic needs, family functioning, mental health, and parent involvement in their children's education; (4) most families achieved at least one outcome related to the services they received; (5) teacher ratings showed an improvement in participating elementary school students' classroom performance between the time of initial program entry and follow-up; (6) middle and high school students also showed a slight increase in their grade point average; and (7) Readiness to Learn consortium members reported that their consortium had helped members learn about other services and programs, collaborate with other organizations, increase its ability to help families access resources and services, increase coordination of support for at-risk students, and address barriers to student learning. The report's two appendices delineate findings related to services offered, and outcomes and findings of a member survey regarding the current state of the consortium. (KB)

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Readiness to Learn

School-Linked Models for Integrated Family Services

1999-2000 Evaluation Update



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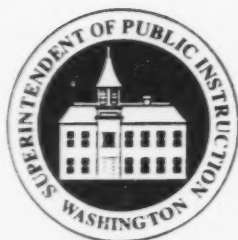
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January 2001

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Dr. Terry Bergeson
State Superintendent of
Public Instruction

This evaluation was conducted by RMC Research Corporation, Portland, Oregon. The report was prepared by Eric Einspruch, Ph.D.; Dennis Deck, Ph.D.; Jane Grover, M.S.; and Karen Hahn, M.A.

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Readiness to Learn

School-Linked Models for Integrated Family Services

1999–2000 Evaluation Update

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January 2001

Contents

Introduction	1
Results	3
Supportive Learning Environment Logic Model	3
Who Participates in Readiness to Learn	4
Why Students Are Referred to Readiness to Learn	4
The Services Families Receive	5
Families' Satisfaction With the Services They Receive	6
The Impact Services Have on Children	7
How Readiness to Learn Has Contributed to Systemic Change	13
The Key Elements to Establishing and Maintaining Readiness to Learn	17
Conclusion	19
References	23

Appendix A Family Information System Results

Appendix B Consortium Member Survey

Exhibits

Exhibit 1	Supportive Learning Environment Logic Model.....	3
Exhibit 2	Characteristics of Participating Readiness to Learn Students	4
Exhibit 3	Reasons for Referral to Readiness to Learn.....	5
Exhibit 4	Family Services and Outcomes by Service Category	6
Exhibit 5	Readiness to Learn Client Satisfaction.....	7
Exhibit 6	Short-Term Outcomes for Academic Referrals: Teacher Ratings	8
Exhibit 7	Short-Term Outcomes for Academic Referrals: Grade Point Average.....	8
Exhibit 8	Short-Term Outcomes for Attendance Referrals: Teacher Ratings	9
Exhibit 9	Short-Term Outcomes for Attendance Referrals: Days Absent	9
Exhibit 10	Short-Term Outcomes for Behavior Referrals: Teacher Ratings	10
Exhibit 11	Short-Term Outcomes for Behavior Referrals: Detention	10
Exhibit 12	Longitudinal GPA Outcomes for 1998–99 Participants	11
Exhibit 13	Longitudinal Attendance Outcomes for 1998–99 Participants	12
Exhibit 14	Longitudinal Detention Outcomes for 1998–99 Participants	12
Exhibit 15	Longitudinal Suspension Outcomes for 1998–99 Participants	13
Exhibit 16	Consortium Member Perceptions of Collaboration.....	15
Exhibit 17	Consortium Members' Perceptions of Accomplishments.....	16

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Introduction

The Family Policy Initiative enacted in 1992 united the Office of Superintendent of Public Instruction and the Department of Social and Health Services; the Department of Community, Trade and Economic Development; the Employment Security Department; members of the four legislative caucuses; and the Governor's office in a principle-based approach to addressing the goal of producing better outcomes for children and families. This shared vision aimed to reduce barriers to effective collaboration efforts in local communities.

The primary goal of the Readiness to Learn program is that children and youth be successful in school. Readiness to Learn serves as a formal link between education and human services by authorizing grants to local school-linked, community-based consortia to develop and implement strategies which ensure that children arrive at school every day "ready to learn." The mission of Readiness to Learn is to create a committed continuing partnership among schools, families, and communities that will provide opportunities for all young people to achieve at their highest learning potential; live in a safe, healthy, civil environment; and grow into productive community members. The six program goals Readiness to Learn programs strive to achieve intend for students to:

- Be successful in school.
- Be safe in the home.
- Be safe in the neighborhood.
- Be healthy.
- Be free of tobacco, alcohol, and other drugs.
- Have access to work training or retraining and career pathways.

The Readiness to Learn program was created by the 1993 Legislature through Section IV of ESHB 1209, the Education Reform Act. Readiness to Learn operationalized the Family Policy Initiative's principles. The primary purpose of Readiness to Learn is to link education and other human service providers together in an effort to solve problems and improve

service integration, service delivery, and educational success for students. The program also intends, over time, to prepare students to meet the high academic standards required by the Education Reform Act. Over the past six years Readiness to Learn programs in Washington State have accomplished many of their objectives for service integration and service delivery to children and families. As a result of these services, more children arrive at school ready to learn and attain the skill needed to meet the state's essential academic learning requirements.

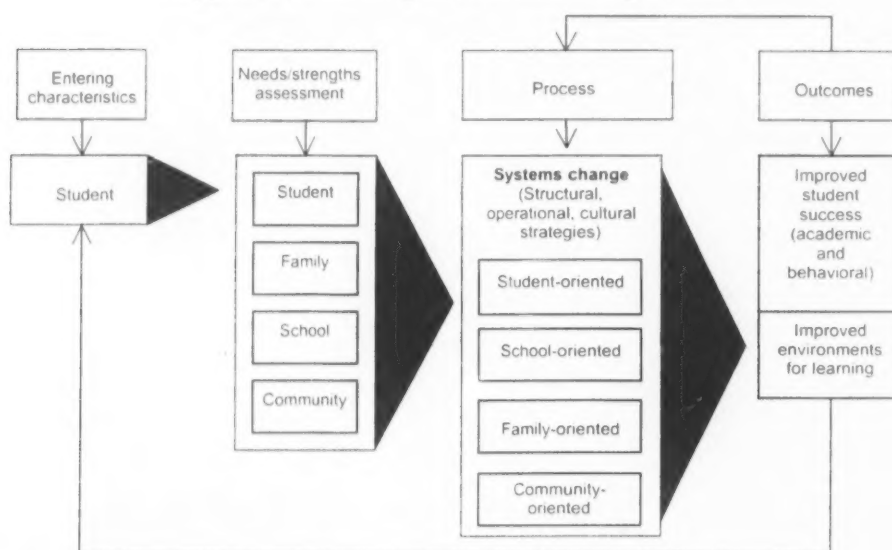
The Washington State Office of Superintendent of Public Instruction (OSPI) has historically been committed to evaluating the Readiness to Learn program. The most recent full report of the Readiness to Learn evaluation covered the 1998–99 school year. This briefing paper presents and updates selected key results from the evaluation as of the end of the 1999–2000 program year. A report that covers the entire 1999–2001 biennium will be prepared at its end.

The contents of this evaluation update are from four sources. The first source is a logic model developed by OSPI that illustrates the general design of all programs within OSPI's Operations and Support unit (for example, Readiness to Learn). OSPI occasionally updates this logic model in consultation with RMC Research. The second source of data is the Family Information System (FIS), a data collection system maintained by RMC Research that Readiness to Learn staff use to document services and outcomes for families and children. Complete results from the Family Information System are in Appendix A. The third data source is a survey completed by 252 consortium members in 22 of the 24 Readiness to Learn sites (resulting in a response rate of 41 percent of members and 92 percent of sites). Complete results from the survey are in Appendix B. Visits to each program site served as the fourth source of data. This briefing paper highlights the key elements of Readiness to Learn consortia as described by the interviewees.

Supportive Learning Environment Logic Model

Exhibit 1 illustrates the logic model that describes the structure of OSPI Operations and Support programs. This logic model provides a visual representation of the program, ensures that the program's process is included in the evaluation, and enhances the process of learning through evaluation (Harvard Family Research Project, 1999). Students enter programs with individual demographic and social characteristics, and from these program staff determine the strengths and needs of the families and children served. Program staff may also identify strengths and needs of the schools and communities in which the program functions. Once areas of strength and need have been identified, staff initiate activities that are either student, school, family, or community oriented in order to build on strengths and overcome needs. These activities lead to outcomes related to student success and improved learning environments. Finally, evaluation results are used to document program activities, examine outcomes, and provide information to support program improvement.

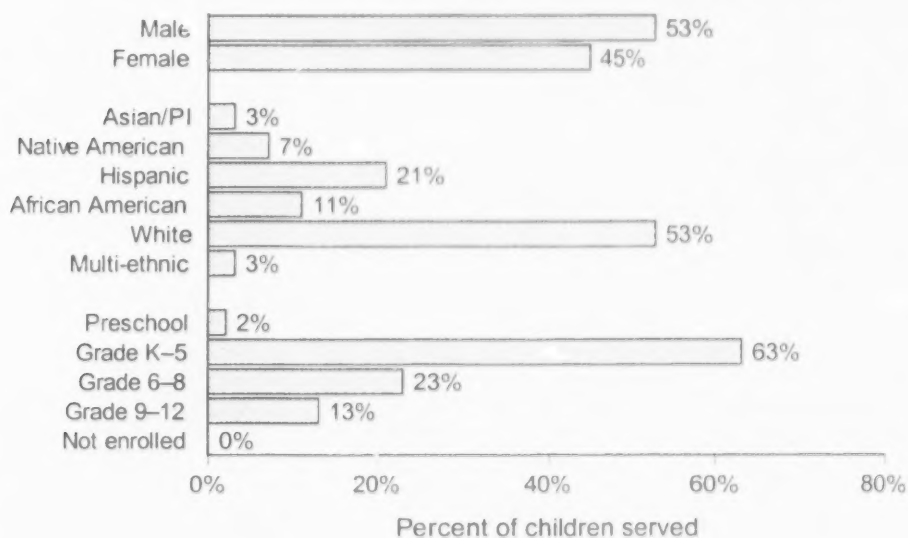
Exhibit 1
Supportive Learning Environment Logic Model



Who Participates in Readiness to Learn

During the 1999–2000 school year Readiness to Learn served 4,391 families and 5,583 children. Exhibit 2 shows that these children were about equally divided between males and females, nearly half (47 percent) were members of an ethnic minority, and almost two-thirds (63 percent) were in kindergarten through Grade 8. In addition, 35 percent of the children were living with both parents, 42 percent were living with a single parent, and 23 percent had some other living arrangement. Families served by Readiness to Learn most commonly had three or four members (22 and 28 percent, respectively). On average, Readiness to Learn staff worked with families for 16 days. More details on the characteristics of the students served appear on pages C1 and C3 of Appendix A.

Exhibit 2
Characteristics of Participating Readiness to Learn Students



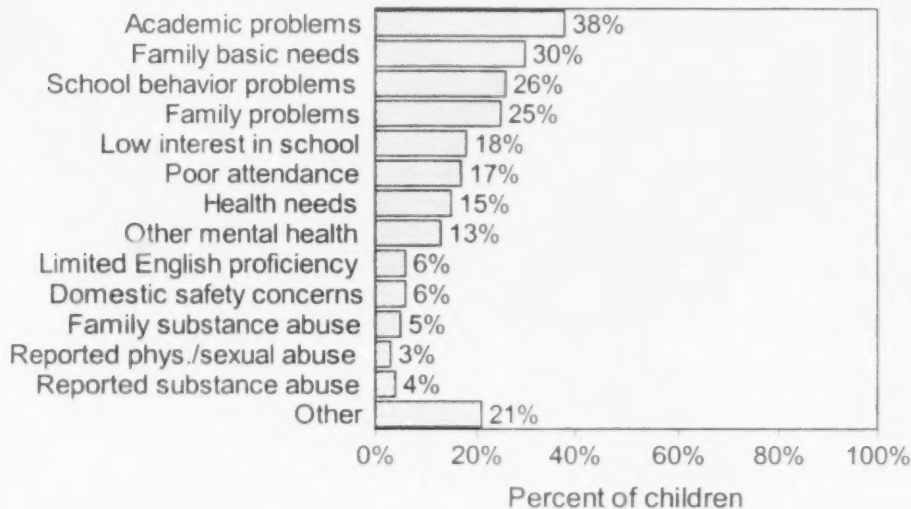
Note: $n = 5,583$.

Why Students Are Referred to Readiness to Learn

Exhibit 3 details the reasons students are referred to Readiness to Learn. The primary reasons for referral include academic problems, unmet basic needs, school behavior problems, and family problems. Other common reasons for referral include low interest in

school, poor attendance, health needs, and other mental health needs. More details on the reasons students are referred to Readiness to Learn appear on page C1 of Appendix A.

Exhibit 3
Reasons for Referral to Readiness to Learn

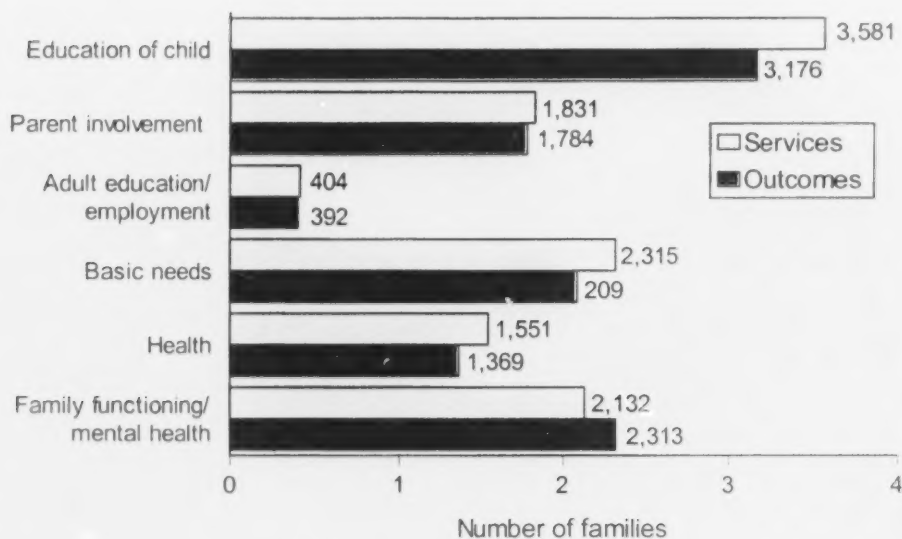


Note. Students may be referred for multiple reasons. Percentages sum to more than 100.

The Services Families Receive

As Exhibit 4 shows, during the 1999–2000 school year 3,581 families received services regarding to the education of their children; 2,315 families received services regarding basic needs; 2,132 families received services regarding family functioning and mental health; and 1,831 families received services regarding parent involvement in their children's education. Most families (88 percent or more) achieved at least one outcome related to the services they received. More details on services to families appear on pages F1 and F2 of Appendix A.

Exhibit 4
Family Services and Outcomes by Service Category

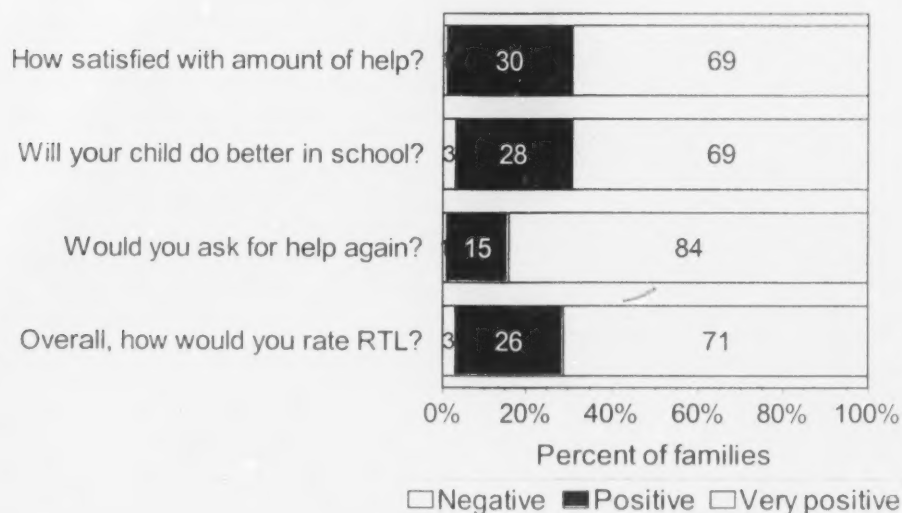


Note: n = 4,391.

Families' Satisfaction With the Services They Receive

Exhibit 5 shows the results of interviews with a systematic sample of participating families. A total of 834 participants (19 percent of the families served in 1999–2000) participated in interviews with Readiness to Learn staff. Virtually all respondents were *very satisfied* or *satisfied* with the amount of help they had received. Similarly, virtually all respondents believed that their children would *definitely* or *probably* do better in school because of the help they had received. Virtually all respondents indicated that they would *definitely* or *probably* ask their Readiness to Learn family worker for help if they were again in need. Overall, 71 percent of the interviewees gave the Readiness to Learn program a rating of *excellent* and 27 percent gave the program a rating of *good*. More details on services to families appear on page F3 of Appendix A.

Exhibit 5
Readiness to Learn Client Satisfaction



Note: n = 834.

The Impact Services Have on Children

Elementary school teachers rated their students involved with Readiness to Learn on several dimensions. Teachers reported improvement in the classroom performance of 58 percent of the students referred for academic problems and improved attendance for 28 percent of students referred for attendance problems. Elementary school teachers reported improved school behavior for 50 percent of the students referred for behavioral problems. Exhibit 6 shows a moderate increase in the average teacher rating of elementary school students' classroom performance between the time of initial intake into Readiness to Learn and the time of follow-up either at the end of service provision or at the end of the school year.

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Exhibit 6
Short-Term Outcomes for Academic Referrals: Teacher Ratings

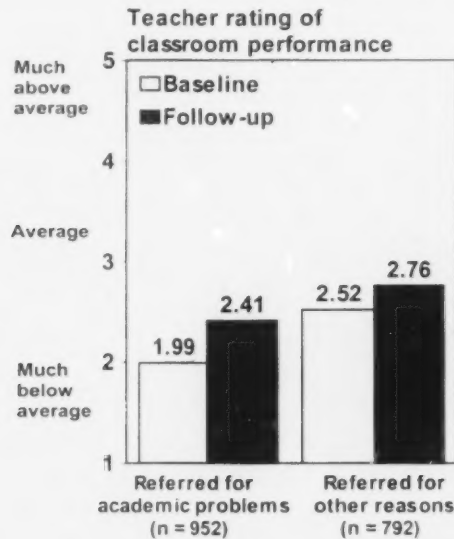


Exhibit 7 shows a slight increase in the grade point average of middle school and high school students who participated in the program from initial intake to follow-up. More details on program outcomes appear on pages C3 through C6 of Appendix A.

Exhibit 7
Short-Term Outcomes for Academic Referrals: Grade Point Average

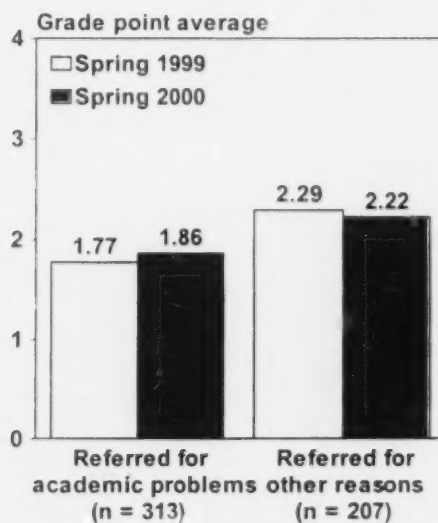
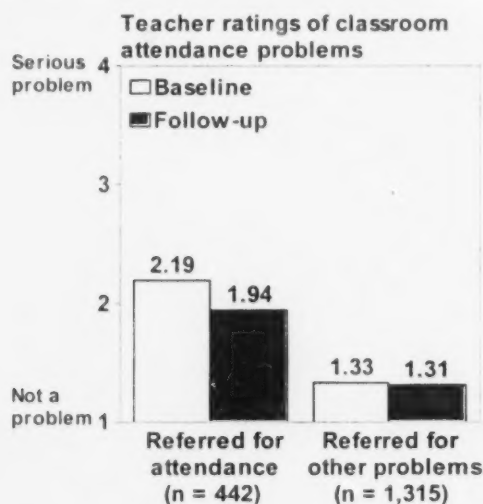


Exhibit 8 illustrates a small improvement in elementary school teachers' averaged ratings of classroom attendance problems for students referred to the program for attendance reasons.

Exhibit 8
Short-Term Outcomes for Attendance Referrals: Teacher Ratings



In addition to obtaining teacher ratings, Readiness to Learn staff gathered outcome information from school records. Exhibit 9 shows essentially no change in the number of days per quarter students referred to the program for attendance reasons were absent.

Exhibit 9
Short-Term Outcomes for Attendance Referrals: Days Absent

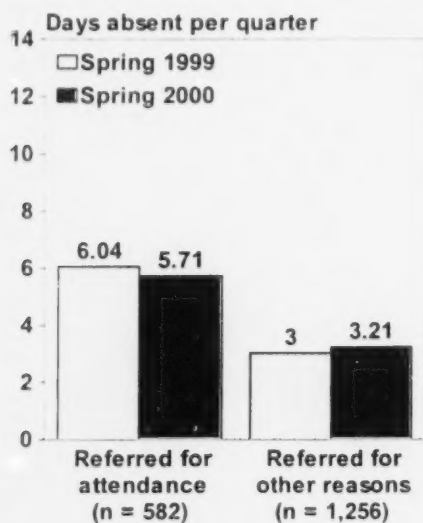


Exhibit 10 shows a moderate improvement in average elementary school teachers' ratings of classroom behavior problems for students referred to the program for behavior reasons.

Exhibit 10
Short-Term Outcomes for Behavior Referrals: Teacher Ratings

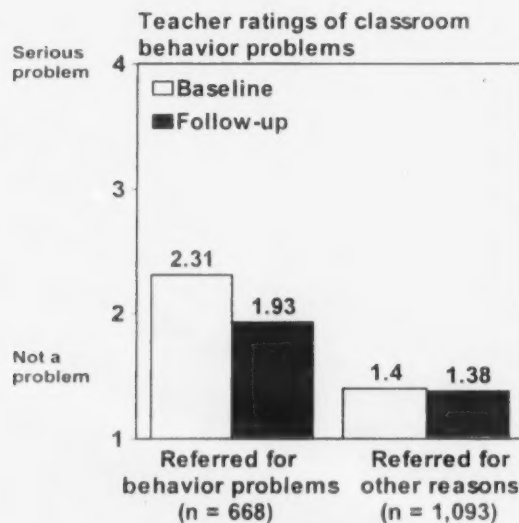


Exhibit 11 also shows a reduction in the number of detentions per quarter for students referred to the program for behavior reasons.

Exhibit 11
Short-Term Outcomes for Behavior Referrals: Detention

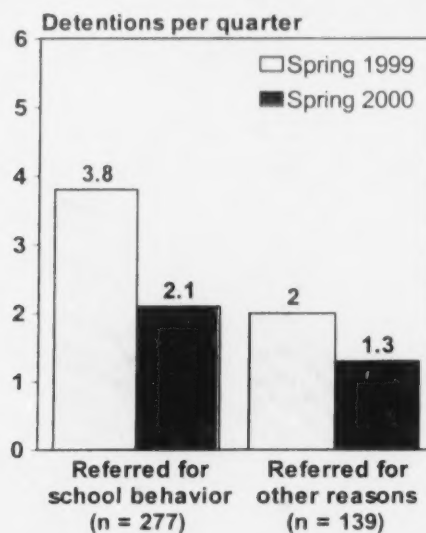


Exhibit 12 shows the academic performance at the two-year follow-up on students referred to Readiness to Learn in 1998–99. No significant increase in grade point average is evident among either students referred for academic reasons or for students referred for other reasons (complete data were available for only 7 percent of the 1998–99 participants who had baseline data).

Exhibit 12
Longitudinal GPA Outcomes for 1998–99 Participants

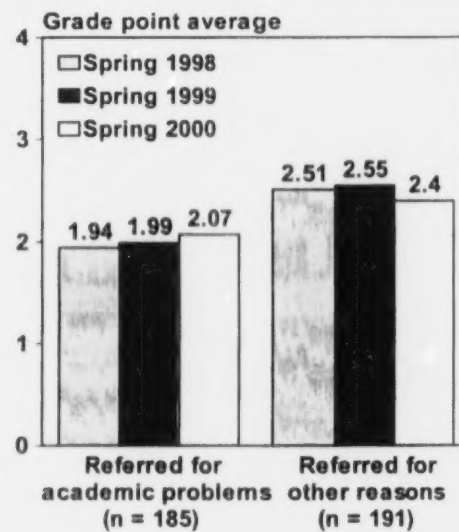


Exhibit 13 shows the days absent per quarter at the two-year follow-up on students referred to Readiness to Learn in 1998–99. A small reduction in the number of days absent occurred among students referred to the program for attendance reasons. In contrast, a significant increase in the number of days absent occurred among students referred for other reasons (complete data were available for only 16 percent of the 1998–99 participants who had baseline data).

Exhibit 13
Longitudinal Attendance Outcomes for 1998–99 Participants

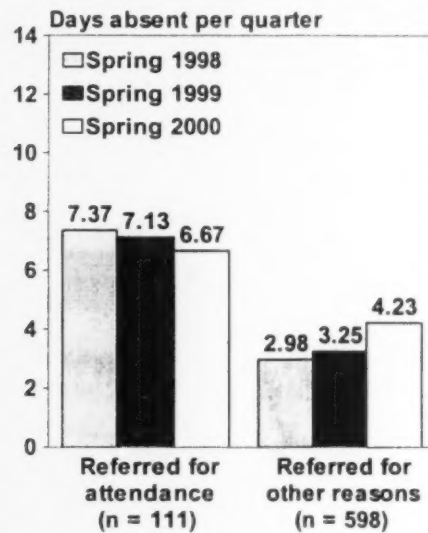


Exhibit 14 shows the number of detentions per quarter at the two-year follow-up on students referred to Readiness to Learn in 1998–99. A significant reduction occurred in the average number of detentions and office referrals among students referred to the program for behavioral reasons.

Exhibit 14
Longitudinal Detention Outcomes for 1998–99 Participants

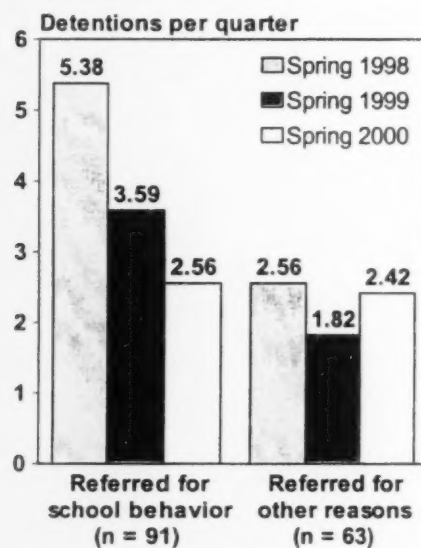
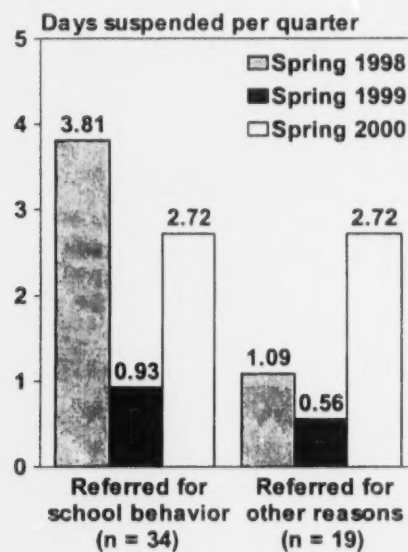


Exhibit 15 shows the number of days suspended per quarter at the two-year follow-up on students referred to Readiness to Learn in 1998–99. Students with at least one suspension prior to participation in Readiness to Learn who had been referred to the program for behavior problems had fewer days suspended per quarter at the two-year follow-up (this result is, however, based on a very small number of students).

Exhibit 15
Longitudinal Suspension Outcomes for 1998–99 Participants



How Readiness to Learn Has Contributed to Systemic Change

Promoting systemic change is one of the key goals of Readiness to Learn. This goal is pursued largely through the establishment of local consortia that develop and implement Readiness to Learn strategies. In spring 2000 the evaluation team surveyed consortium members to obtain their perceptions on the status of their consortia. Full results from the survey are in Appendix B.

The primary sectors of the community most respondents worked in were education (40 percent), human and social services (18 percent), health (8 percent), non-profit children alliances and support (6 percent), and mental health (5 percent). Half the respondents had been members of their consortium for more than two years and 46 percent had participated

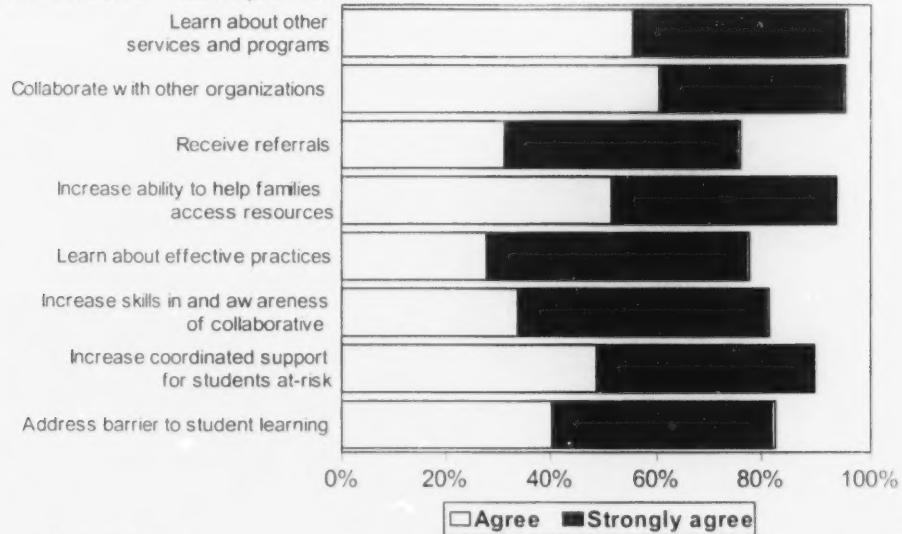
in several (six to ten) or many (more than ten) consortium-specific activities during 1999–2000. Over half (58 percent) of the respondents reported that their Readiness to Learn consortium had been developed specifically in support of Readiness to Learn and another 24 percent reported that their consortium had been developed in support of a broad base of community organizations. Two-thirds (66 percent) of the respondents reported that the role of the consortium in relation to Readiness to Learn was to address systems-level issues of concern to children and families. Fifty-nine percent of the respondents reported believing that their consortium would not continue without Readiness to Learn leadership and funding.

Exhibit 16 illustrates members' perceptions regarding the collaborative efforts of the consortia. The majority of members *agreed* or *strongly agreed* that their consortium had helped members collaborate in each area listed. In particular, members thought that their consortium had helped members:

- Learn about other services and programs.
- Collaborate with other organizations.
- Increase their organization's ability to help families access the resources and services they need.
- Increase coordinated of support for at-risk students.
- Address barriers to student learning.

Exhibit 16 Consortium Member Perceptions of Collaboration

Our RTL Consortium has helped members:



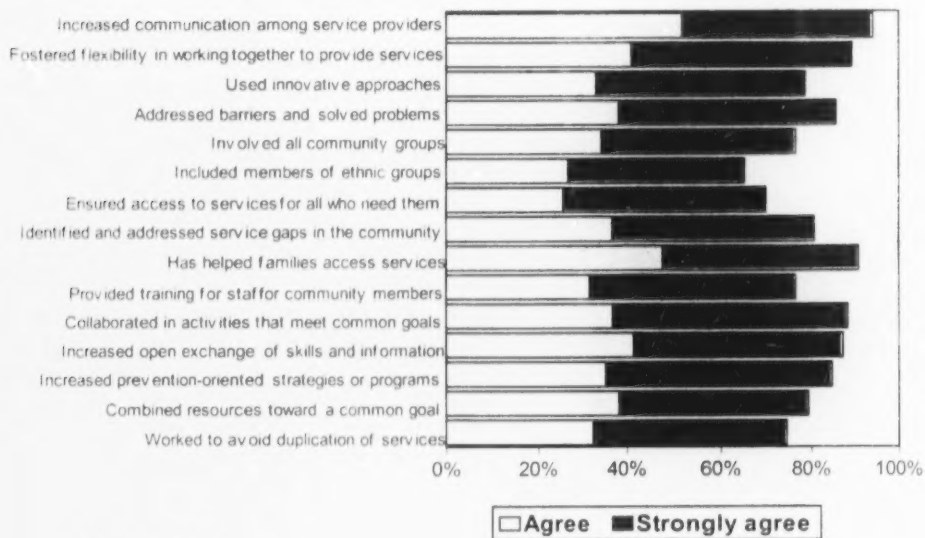
Note. n = 252

Exhibit 17 illustrates members' perceptions regarding the accomplishments of the consortia. The majority of members *agreed* or *strongly agreed* that their consortium had achieved each accomplishment listed, at least to some extent. In particular, members thought that their consortium had:

- Increased formal and informal communication among service providers.
- Fostered flexibility in working together to provide services.
- Addressed barriers and solved problems.
- Identified and addressed service gaps in the community.
- Helped families access services that improve their children's ability to learn at school.
- Collaborated in activities that meet common goals.
- Increased open exchange of skills and information.
- Increased prevention-oriented strategies or programs.

Exhibit 17 Consortium Members' Perceptions of Accomplishments

Our RTL Consortium has:



Note. n = 252

Members identified several areas of need for their consortia, but two areas clearly emerged as the most significant. The consortium members reported that the consortia need (a) increased visibility in the in the community to inform the general public about what the consortia are and do, and (b) regular communication to the public about the work of the consortia.

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The Key Elements to Establishing and Maintaining Readiness to Learn

During the site visits interviewees described their perceptions of the elements necessary to establish and maintain their Readiness to Learn program. The most commonly mentioned key elements included:

- Community support for the program.
- Family participation.
- Adequate funding.
- School board and school administrator support.
- The quality of individual Readiness to Learn staff (e.g., their experience and commitment to the program).
- The consortium itself and member interest in collaboration.
- Agency willingness to collaborate.
- Particular program activities.

Conclusion

Readiness to Learn serves as a formal link between education and human services by authorizing grants to local school-linked, community-based consortia to develop and implement strategies that ensure children arrive at school every day ready to learn. The mission of Readiness to Learn is to create a committed continuing partnership among schools, families, and communities that will provide opportunities for all young people to achieve at their highest learning potential; live in a safe, healthy, civil environment; and grow into productive community members. The Readiness to Learn program has been evaluated on an ongoing basis since it was first implemented. Readiness to Learn continues to successfully meet a variety of family and child needs. Highlights for the 1999–2000 year include these:

- A logic model that describes the structure of OSPI Learning and Teaching Support programs was developed.
- Readiness to Learn served 4,391 families and 5,583 children. These children were referred to Readiness to Learn primarily for academic problems, family basic needs, school behavior problems, and family problems. Other common reasons for referral include low interest in school, poor attendance, health needs, and other mental health needs.
- Families received services related to the education of their children, basic needs, family functioning and mental health, and parent involvement in their children's education. Most (88 percent or more) families achieved at least one outcome related to the service they received.
- The majority of participating families reported satisfaction with the Readiness to Learn services they received and believed that their children will *definitely* or *probably* do better in school because of the help they received.
- Teacher ratings showed an improvement in participating elementary school students' classroom performance between the time of initial intake into Readiness to

Learn and the time of follow-up either at the end of service provision or at the end of the school year. Middle school and high school students also showed a slight increase in their grade point average. Elementary school students referred to the program for attendance reasons showed a small improvement in teacher ratings of classroom attendance, and students referred for behavior reasons showed a moderate improvement in teacher ratings of classroom behavior.

- Students referred to the program for behavior reasons showed a reduction in the number of detentions per quarter.
- At two-year follow-up, students referred to Readiness to Learn in 1998–99 for attendance reasons showed a small reduction in the number of days absent. In contrast, a significant increase in the number of days absent was evident among students referred for other reasons. Students referred to Readiness to Learn in 1998–99 for behavioral reasons showed a significant reduction in the average number of detentions and office referrals. Students referred to Readiness to Learn in 1998–99 with at least one suspension prior to participating in Readiness to Learn had fewer days suspended per quarter (this result is, however, based on a very small number of students).
- Readiness to Learn consortium members surveyed during spring 2000 reported that their consortium had helped members learn about other services and programs, collaborated with other organizations, increased its ability to help families access needed resources and services, increased the coordination of support for at-risk students, and addressed barriers to student learning. Consortium members also thought that their consortium had increased formal and informal communication among service providers, fostered flexibility in working together to provide services, addressed barriers and solved problems, identified and addressed service gaps in the community, helped families access services that improve their children's ability to learn at school, collaborated in activities that met common goals, increased the open exchange of skills and information, and increased the number of available prevention-oriented strategies or programs. Consortium members identified two

areas of greatest need for their consortia: visibility in the community to inform the general public about what the consortia are and do and regular communication to the public about the work of the consortia.

- The key elements to establishing and maintaining the Readiness to Learn program identified during site visits include community support for the program, family involvement, adequate funding, school board and administrator support, the quality of individual Readiness to Learn staff (e.g., experience and commitment to the program), the consortium itself and member interest in collaboration, agency willingness to collaborate, and particular Readiness to Learn program activities.

This report provides updated evaluation results for 1999–2000. The results show that Readiness to Learn continues to successfully help students and families increase the likelihood of success at school and promote systemic change among service providers.

References

Einspruch, E.L., Deck, D.D., Grover, J., and Hahn, K. (1999, December). *Readiness to Learn: Evaluation Report 1998-99 (Vols. 1 and 2)*. Olympia, WA: Office of Superintendent of Public Instruction.

Harvard Family Research Project. (1999). *Learning from logic models: An example of a family/school partnerships program*. Cambridge, MA: Author.

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Appendix A
Family Information System Results

Readiness to Learn — Services to Families

State Summary

1999-2000

Total Families Served: 4,391

	Number Receiving Services			Services Provided		Number Achieving Outcome		
	People	Families		Directly		People	Families	
Education of Child								
Services (3,581 families)						Outcomes (3,176 families)		
Early childhood education .	194	163	4% ¹	20% ²	Enrolled in preschool	93	77	2% ¹
Academic counseling	1,316	1,143	26%	55%	Improved educational plan ..	1,629	1,348	31%
Tutoring	1,528	1,274	29%	53%	Improved academic skills ...	1,965	1,607	37%
Alternative school program	458	439	10%	51%	Success in alt. program	468	411	9%
Student advocacy	1,996	1,608	36%	74%	Improved attendance	961	780	18%
Behavior interventions	1,745	1,440	33%	62%	Improved school behavior ...	1,652	1,422	32%
Adult or peer mentors	1,275	1,020	24%	47%	Returned to school	173	151	3%
Peer support groups	772	656	15%	48%	Graduated from high school .	62	62	1%
After-school/eve. activ. ...	1,707	1,140	26%	33%	Involved in positive activ..	2,075	1,487	34%
Summer activities	1,136	750	16%	27%				
School supplies or fees ...	1,595	1,049	24%	33%				
Other child education	9	5	0%	20%				

Parent Involvement

Services (1,831 families)				Outcomes (1,784 families)	
Behavior management train.	706	482	11%	43%	Improved response to child .. 1,052 800 18%
Parent/child involvement ..	1,588	843	19%	27%	Increased involvement with
Parent/school involvement ..	1,550	934	21%	30%	child's school work 1,105 784 18%
Parenting education	1,109	834	18%	51%	Increased school involvemnt 1,382 1,021 23%
Parent support grps/mentor ..	735	480	10%	26%	Improved parenting skills .. 896 683 16%
Other parent involvement ..	6	2	0%	0%	Increased coop. w/ school .. 1,377 1,064 24%

Adult Education/Employment

Services (404 families)					Outcomes (392 families)				
Adult ed.(ABE, ASE, GED) ..	140	120	2%	2%	Working toward GED	49	40	1%	
English as Second Language ..	148	103	2%	3%	Obtained a GED	36	27	1%	
Job counseling/placement ..	232	224	5%	10%	Enrolled in ESL	78	55	1%	
Other adult education	75	60	1%	13%	Improved literacy skills ...	108	86	2%	
					Attending college	46	38	1%	
					Enrolled in job training ...	68	60	1%	
					Completed job training	31	26	1%	
					Obtained employment	141	130	3%	
					Gained work experience	117	105	2%	
					Improved employment skills ..	145	120	3%	
					Looking for employment	123	109	2%	

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¹ Percent of total families served.

² Percent of families given this service.

	Number Receiving Services			Services Provided		Number Achieving Outcome		
	People	Families		Directly		People	Families	
Basic Needs								
Services (2,315 families)					Outcomes (2,090 families)			
Food assistance	2,267	613	14%	17%	Obtained food assistance ...	3,059	772	18%
School lunch or breakfast .	1,275	832	19%	36%	Obtained free/reduced lunch	1,266	792	18%
Clothing assistance	2,077	877	20%	33%	Obtained clothing assist. ..	2,225	878	20%
Transportation to appoint..	834	507	11%	55%	Obtained transportation	835	503	12%
Child care	346	202	4%	7%	Obtained child care	292	159	4%
Public assistance	652	227	5%	3%	Obtained public assistance .	591	185	4%
Legal assistance	473	273	6%	5%	Obtained legal assistance ..	463	237	5%
Translation	607	289	7%	47%	Obtained translation asst. .	602	275	6%
Housing (shelter etc.)	1,629	454	10%	8%	Obtained transit. housing ..	478	150	3%
Holiday food/gift basket ..	3,294	950	21%	37%	Obtained permanent housing .	651	178	4%
Other basic needs	30	12	0%	0%				

Health

Services (1,551 families)					Outcomes (1,369 families)		
Health insurance	1,233	551	12%	2%	Obtained medical coverage ..	892	362 8%
Health screenings	938	651	14%	23%	Obtained check-up	860	566 13%
Correct hearing/vision ..	260	191	4%	8%	Obtained hearing/vision	284	202 5%
Dental care	506	272	6%	2%	Obtained dental care	413	222 5%
Immunizations	280	132	3%	13%	Obtained immunizations	264	126 3%
Other medical care	579	441	10%	14%	Obtained other med. care ...	580	423 10%
Nutrition counseling/educ	338	227	5%	47%	Improved nutrition	287	196 5%
Other health services ..	352	257	6%	40%	Increased aware. of needs ..	871	516 12%

Family Functioning/Mental Health

Services (2,132 families)					Outcomes (2,313 families)		
Child counseling	2,122	1,740	38%	48%	Improved family communicat.	2,264	964 22%
Parent counseling	966	736	16%	40%	Improved commun. w/ prov. ..	1,406	706 16%
Family counseling	1,811	660	14%	20%	Improved home behavior	1,173	662 15%
AOD support groups—child ..	274	210	5%	23%	Improved domestic safety ...	839	345 8%
AOD support groups—parent ..	190	142	3%	6%	Removed from abusive sit. ..	205	102 2%
Other mental health servs. .	455	282	6%	27%	Improved school behavior ...	1,431	1,222 28%
					Involved positive activ.	1,558	1,047 24%
					Improved anger management ..	1,027	778 18%
					Reduced depression	1,039	764 17%
					Improved self-esteem	1,797	1,287 29%
					Improved social skills	1,792	1,306 30%
					Improved social support	1,981	1,218 28%
					Improved coping skills	1,795	1,254 29%
					Better able express feel. ...	1,641	1,158 26%
					Participating prevention ...	1,033	804 18%
					Completed AOD treatment	94	91 2%
					Participating supp. group ..	257	233 5%

Readiness to Learn — Client Satisfaction Survey

State Summary

1999-00 School Year

SATISFACTION RATINGS

Total Families Surveyed: 835

How satisfied are you with the amount of help you received? (n=821)

Very satisfied	69%
Satisfied	30%
Dissatisfied	1%
Very dissatisfied	0%

Do you think your child will do better in school because of the help you received? (n=817)

Yes, definitely	69%
Probably	28%
Probably not	3%
No, definitely not	0%

Would you recommend this program to your friends? (n=821)

Yes, definitely	85%
Probably	14%
Probably not	0%
No, definitely not	0%

If you need help again, would you ask the family worker for help? (n=818)

Yes, definitely	84%
Probably	15%
Probably not	1%
No, definitely not	0%

Overall, how would you rate the Readiness to Learn Program? (n=809)

Excellent	71%
Good	27%
Fair	2%
Poor	0%

Average rating of all questions combined: 3.75 (1 = Very dissatisfied, 4 = Very satisfied)

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Readiness to Learn — Child Background Information

State Summary

Total child records: 5,583

Characteristics of Children Served

Age (n=5,278)

417	8%	0 - 5
2,878	55%	6 - 10
1,447	27%	11 - 14
536	10%	15 - 18
Average: 9.7		

Grade (n=5,458)

94	2%	Pre-K	422	8%	6th
366	7%	K	399	7%	7th
594	11%	1st	412	8%	8th
720	13%	2nd	263	5%	9th
596	11%	3rd	185	3%	10th
575	11%	4th	143	3%	11th
549	10%	5th	125	2%	12th
15	0%	Not enrolled			

Gender (n=5,583)

2,952	53%	Male
2,500	45%	Female

Racial/Ethnic Group (n=5,583)

175	3%	Asian/Pacific Islander
415	7%	Native American
1,150	21%	Hispanic
607	11%	African American
2,978	53%	White
152	3%	Multi-ethnic

Currently Participating in (n=5,299)

653	12%	Bilingual
1,268	24%	Title I/LAP
999	19%	Special Education
2,272	43%	None of above
644	12%	Local program

Living Situation (n=5,477)

1,907	35%	Both parents
729	13%	Parent and stepparent
2,299	42%	Single parent
332	6%	Relatives
90	2%	Foster care/out-of-home placement
59	1%	Alone/friends/signif. other
61	1%	Other

Referral to RTL

Date of Referral (n=5,327)

496	9%	Last school year
3,411	64%	July-January
1,420	27%	February-June

Source of Referral (n=5,462)

2,362	43%	Teacher
399	7%	Administrator
710	13%	Counselor
51	1%	Psychologist
481	9%	Other school staff
14	0%	Legal system
10	0%	Public health
87	2%	Service provider
1,123	21%	Self-referral
225	4%	Other

Primary Reasons for Referral (n=5,517)

926	17%	Poor attendance
2,104	38%	Academic problems
348	6%	Limited English proficiency
1,434	26%	School behavior problems
993	18%	Low interest in school
827	15%	Health needs
199	4%	Reported substance abuse
152	3%	Reported phys./sexual abuse
700	13%	Other mental health
1,673	30%	Family basic needs
1,362	25%	Family problems
285	5%	Family substance abuse
343	6%	Domestic safety concerns
1,146	21%	Other

(Please refer to notes on page 2.)

Year-End Status**Number of days worked with student**
(n=5,179)

1,389	27%	1 or 2 days
1,083	21%	3 - 5 days
981	19%	6 - 10 days
761	15%	11 - 20 days
487	9%	21 - 40 days
305	6%	41 - 90 days
166	3%	More than 90 days

Average: 16.3

Current status of student (n=5,202)

235	5%	Discontinued, declined further participation
576	11%	Discontinued, moved or transferred
2,514	48%	Still working with student
1,741	33%	Completed work with student
136	3%	Other

Family size (n=5,147)

517	10%	2 people
1,155	22%	3 people
1,455	28%	4 people
981	19%	5 people
530	10%	6 people
245	5%	7 people
263	5%	More than 7 people

Average: 4.4

NOTES:

1. Information about referrals and educational outcomes was submitted only for students with at least three contacts with the RTL program.
2. The valid number of students for each variable is reported as (n=).
3. More than one reason for referral or special program could be marked for a student. These are duplicated counts.

Readiness to Learn — Child Outcomes

State Summary

1999-2000 School Year

Elementary School Success Indicators

Teacher Ratings	No. of Students	Baseline Average	Follow-up Average	Change	Percent Showing Improvement
<i>Academic Performance</i>					
Class participation	(n=1,807)	2.30	2.63	0.33	37%
Class assignments	(n=1,794)	2.23	2.56	0.33	37%
Class performance	(n=1,800)	2.19	2.52	0.33	36%
Total rating	(n=1,783)	2.24	2.57	0.33	51%
Reading	(n=1,780)	2.23	2.59	0.36	37%
Mathematics	(n=1,760)	2.28	2.56	0.28	33%
<i>School Behavior</i>					
Disruptive behavior in class	(n=1,809)	1.91	1.73	-0.19	26%
Aggressive behavior or fighting	(n=1,800)	1.57	1.46	-0.12	18%
Total rating	(n=1,800)	1.74	1.59	-0.15	30%
<i>Attendance</i>					
Poor attendance or tardiness	(n=1,796)	1.55	1.47	-0.08	16%
<i>Parent Involvement</i>					
Attended parent/teacher conference	(n=1,618)	2.09	2.22	0.14	29%
Volunteered to help	(n=1,542)	1.35	1.50	0.15	17%
Discussed how child is performing	(n=1,729)	2.18	2.32	0.15	27%
Total rating	(n=1,470)	1.86	2.00	0.14	40%

NOTES:

- Number of students.** Only students with both a baseline and follow-up rating were included in this report. One of the two ratings was missing for 332 students not reported here. Ratings were not submitted for an additional 709 elementary students (grades P-6) with three or more contacts. This report includes ratings submitted on 35 secondary students (grades 7-12). Projects should consider further steps to take to obtain more complete data. Students with missing or incomplete data may differ from these with complete data, so results may not be representative of all elementary students served.
- Averages.** The two columns reporting the average teacher ratings at baseline and at follow-up use the following scoring ranges:
 Academic Performance 1 (Much below average) to 5 (Much above average)
 Behavior and Attendance 1 (Not a problem) to 4 (Serious problem)
 Parent Involvement 1 (No), 2 (Once), 3 (Twice or more)
 The fourth column reports the change (follow-up minus baseline). *Note that we want to see a reduction in behavior or attendance problems (negative change).* For the academic, behavior, and attendance ratings, a change of .20 is small, .35 is moderate, and .60 is large. For parent involvement, .08 is small, .14 is moderate.
- Percent showing improvement.** The last column reports the percentage of students the teachers felt showed any improvement between intake and follow-up.
- Administration issues.** Positive outcomes on these ratings were partly a function of when teachers were contacted. If baseline ratings were obtained well after services started or if there was insufficient time between the baseline and follow-up ratings, teachers were less likely to report a gain. The length of time between referral and baseline averaged 1.7 months. The length of time between baseline and follow-up ratings averaged 5.5 months. There were at least 3 months between baseline and follow-up for 85% of the students rated.

School Records

	No. of Students	Baseline Average	Follow-up Average	Change	Percent Showing Improvement
<i>Academic performance</i>					
GPA	(n= 539)	1.97	2.00	0.03	53%
<i>Attendance</i>					
Days absent per quarter	(n=1,890)	3.9	4.0	0.10	42%
Days tardy per quarter	(n=1,770)	1.9	2.0	0.00	34%
<i>Disciplinary actions (only students with at least one at baseline)</i>					
Office referrals per quarter	(n= 429)	3.2	1.8	-1.38	71%
Days suspended per quarter	(n= 173)	3.0	2.0	-1.06	67%

NOTES:

- Number of students.** Only students with both baseline and follow-up data were included in this report. School records were submitted on a total of 2,857 new students, but 906 had incomplete data on all indicators. School records were not submitted for 136 new students with three or more contacts.
Projects should consider:
 - what further steps can be taken to obtain more complete scores and
 - whether outcomes for students with matched data are representative of all students served by your project.
- Averages.** In the two columns reporting the averages at baseline and at the first year follow-up, the days absent and disciplinary actions were rescaled to days per quarter. Spring baseline data from the previous school were unavailable for some students, in which case Fall data were substituted. In the data reported above, the comparisons of baseline to follow-up were: 32% Spring-Spring 68% Fall-Spring
- Change.** In general, we would want to show an increase in the average GPA and a decrease in days absent, office referrals, or days suspended. We should only have modest expectations for early gains, however, since most students were still participating in services during spring term. In fact, some students were not referred until late during spring term. The students on this page were referred: 3% in the previous year, 65% Fall semester, 32% Spring semester. Thus the first year follow-up data do not always represent a true "posttest" and we will need to look at the second year follow-up for impact over a longer period.
- Observation period.** The observation period (quarter, semester, or trimester) should be the same for both baseline and follow-up in order to compare the days absent, office referrals, and days suspended. For example, if follow-up data were reported for the spring semester and intake data for just the previous spring quarter, there would probably be more days absent or more disciplinary actions at follow-up simply because the observation period was twice as long. At baseline the period was:
57% quarter/trimester, 34% semester, 9% school year
There was a difference of more than 30 days in size of the baseline and follow-up periods for 8% of the 1,862 students who were enrolled for 30 or more days each period.

High School Success Indicators
Achieved by Spring Term of Current Year

	Number of Students
<i>Educational Status at Follow-up</i>	(n= 329)
Enrolled in school	240
Graduated with diploma	35
Completed GED	4
Working toward GED	31
Dropout, not working toward diploma or GED	19
<i>Post-Secondary Education</i>	(n= 43)
Applied or enrolled in college or university	19
Completed diploma or GED but did not apply	24
<i>Vocational Training and Employment</i>	(n= 125)
Employed or participating in jobs program	96
Applied or enrolled in vocational program	4
Actively looking for work	22
Not working or enrolled in school/voc. program	3
	Average Credits
<i>High School Credits</i>	(n= 154)
Cumulative credits completed as of Spring 1999	8.0
Cumulative credits completed as of Spring 2000	11.6
Increase in first year of RTL	3.7
Total credits needed for graduation	23.5

NOTES:

1. These data were reported only for students new this year who were in high school or of high school age but not enrolled in school.
2. The indicators displayed in this report are formed from a composite of the information provided on each student.
3. High school credits are reported only for students for whom both the number of credits at baseline and the number at follow-up were submitted. Either baseline or follow-up credits were submitted for a total of 256 students, out of a total of 401 students in grades 9-12 served three or more times.

Readiness to Learn – Child Outcomes: Students Referred for Problems in Outcome Area

State Summary

1999-2000 School Year

	No. of Students	Baseline Average	Follow-up Average	Change	Showing Improvement	with No Change
Students Referred for Academic Problems						
<i>Academic Performance Ratings (elementary students)</i>						
Class participation	(n= 966)	2.07	2.49	0.42	43%	47%
Class assignments	(n= 963)	1.99	2.42	0.43	43%	49%
Class performance	(n= 962)	1.94	2.33	0.40	41%	52%
Total rating	(n= 957)	2.00	2.41	0.42	58%	30%
Reading	(n= 955)	1.94	2.36	0.42	43%	50%
Mathematics	(n= 944)	2.04	2.37	0.33	37%	55%
<i>School Records (middle and high school)</i>						
GPA	(n= 319)	1.76	1.87	0.11	58%	8%
Students Referred for School Behavior Problems						
<i>School Behavior Ratings (elementary students)</i>						
Disruptive behavior in class	(n= 676)	2.53	2.10	-0.43	43%	46%
Aggressive behavior or fighting	(n= 671)	2.08	1.76	-0.32	35%	55%
Total rating	(n= 671)	2.30	1.92	-0.38	50%	37%
<i>School Records (all grades)</i>						
Office referrals per quarter	(n= 324)	3.7	2.1	-1.59	72%	8%
Days suspended per quarter	(n= 147)	3.1	2.2	-0.95	65%	7%
Students Referred for Attendance Problems						
<i>Attendance Ratings (elementary students)</i>						
Poor attendance or tardiness	(n= 442)	2.17	1.92	-0.25	28%	60%
<i>School Records (all grades)</i>						
Days absent per quarter	(n= 577)	6.0	5.7	-0.35	47%	10%
Days tardy per quarter	(n= 556)	2.9	2.8	-0.11	26%	0%

NOTES:

- Students with Academic Problems.** This section reports outcomes only for students whose reasons for referral to RTL included "Academic problems", "Limited English Proficiency", or "Low interest in school".
- Students with School Behavior Problems.** This section reports outcomes only for students whose reasons for referral to RTL included "School behavior problems", "Low interest in school", or "Reported substance abuse".
- Students with Attendance Problems.** This section reports outcomes only for students whose reasons for referral to RTL included "Poor attendance" or "Low interest in school".
- Number of students.** Only students with both a baseline and follow-up rating were included in this report. However, all reported data is represented here. Thus if teacher ratings were provided for middle school students, those ratings are included.
- Disciplinary actions** (Office referrals and Days suspended). Each line includes only students with at least one at baseline.
- See notes on pages C3 and C4 for more explanations.

Readiness to Learn — Summary of Group Services by Purpose and Type of Participant

State Summary

1999-2000 School Year

Purpose of Service		Students	Parents	Families	Community Members	Total
Unstated	Participants:	188	0	50	50	288
	Activities:	7	0	1	3	11
Inform about RTL	Participants:	275	51,012	3,071	3,647	58,005
	Activities:	10	17	17	108	152
Inform about community resources	Participants:	90	121	1,777	2,844	4,832
	Activities:	3	5	17	29	54
Provide for basic family needs	Participants:	637	0	1,878	616	3,131
	Activities:	8	0	25	16	49
Improve physical/mental health	Participants:	4,767	106	380	247	5,500
	Activities:	70	5	17	16	108
Reduce substance abuse/violence	Participants:	3,686	245	518	267	4,716
	Activities:	62	8	12	14	96
Increase family involvement	Participants:	60	883	9,391	2,490	12,824
	Activities:	1	29	106	19	155
Improve parenting skills	Participants:	4	602	819	31	1,456
	Activities:	1	51	43	4	99
Improve academic skills	Participants:	3,285	142	857	441	4,725
	Activities:	56	11	12	18	97
Provide social/recreation activities	Participants:	2,975	9	1,809	3,097	7,890
	Activities:	105	2	22	26	155
Coordination meetings with other agencies	Participants:	46	0	65	1,275	1,390
	Activities:	2	0	3	109	115
State Total		Participants: 16,013	53,120	20,615	15,005	104,757
		Activities: 325	128	275	362	1,091

NOTES:

1. Participant counts are duplicated. An individual may have participated in multiple activities.

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Appendix B
Consortium Member Survey

Washington State Readiness to Learn Consortium Member Survey

*RTL Site Aggregate
State-Level Results*

RMC Research Corporation
522 SW Fifth Avenue, Suite 1407
Portland, OR 97204

June 2000

Washington State Readiness to Learn

Consortium Member Survey

Community collaboration is an essential component of Readiness to Learn. This survey is designed to obtain your view of how your consortium has operated during the past year. The results of the survey will describe the current state of your consortium and provide insight into future directions. This survey will be repeated annually to assist you in identifying changes in your consortium's processes and results over time. Please answer these questions openly and honestly so that strengths may be recognized and areas where improvement is needed may be identified. Your candid responses will remain confidential. Only group results will be reported.

A. Introduction

Please tell us about yourself and your RTL Consortium:

Number of surveys sent = 612; number of surveys returned = 252

1. What is the name of your consortium?

2. What is your primary role in the community (choose one):

8.4% Health	0.8% Recreation
0.0% Spiritual	2.0% Government
2.8% Law enforcement and judicial	0.4% Business
2.8% Alcohol and other drug	1.2% Employment and training treatment srvs.
39.8% Education	6.0% Non-profit children alliances and support
0.8% Civic / volunteer	0.8% Local youth commissions
2.8% Local government	1.2% RTL parent
0.4% Department of Labor (Empl.)	0.4% Student
18.1% Human services / social services	6.4% Other
4.8% Mental health	

3. Are you . . . 29.7% Male 70.3% Female?

4. Please indicate the age group to which you belong:

0.4% Less than 18 years of age	16.8% 30 to 39 years of age
3.2% 18 to 24 years of age	35.2% 40 to 49 years of age
4.0% 25 to 29 years of age	40.4% 50 or more years of age

5. How long have you been a member of the RTL Consortium?
- 27.6% Less than one year
 - 22.4% One to two years
 - 50.0% More than two years
6. In the past year, about how many Consortium-specific activities (meetings, events) have you participated in?
- 3.6% None
 - 40.3% A few (1 to 5)
 - 28.6% Several (6 to 10)
 - 27.4% A lot (10+)
7. In the past year, about how many general RTL program activities have you collaborated with?
- 9.3% None
 - 47.2% A few (1 to 5)
 - 25.0% Several (6 to 10)
 - 18.5% A lot (10+)
8. What was the purpose for the formation of your RTL Consortium? **(please check one)**
- 58.1% It was developed specifically in support of Readiness to Learn.
 - 24.1% It was developed in support of a broad base of community-based organizations.
 - 12.9% It was a pre-existing consortium that added RTL to the programs it serves.
 - 5.0% Other
9. What is the current role of your consortium in relation to RTL? **(check all that apply)**
- 16.3% Oversees day-to-day operations of RTL
 - 52.4% Coordinates services between RTL and other organizations
 - 65.9% Addresses systems-level issues around services to children and families
 - 10.7% Other
10. In your opinion, would this consortium continue without Readiness to Learn funding?
- 40.8% Yes
 - 59.2% No

Collaboration

Please indicate whether you agree or disagree with the following statements:

Our RTL Consortium has helped members:

11. Learn about other services and programs
12. Collaborate with other organizations
13. Receive referrals
14. Increase their organization's ability to help families access the resources and services they need.
15. Learn about effective practices
16. Increase skills in and awareness of collaborative planning
17. Increase coordinated support for students at-risk
18. Address barrier to student learning

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
55.4%	40.2%	3.6%	0.8%	0.0%
60.5%	34.7%	3.6%	1.2%	0.0%
31.2%	44.9%	19.0%	4.0%	0.8%
51.4%	42.2%	4.4%	2.0%	0.0%
27.8%	50.0%	17.3%	4.8%	0.0%
33.7%	47.8%	14.5%	4.0%	0.0%
48.6%	41.0%	9.6%	0.8%	0.0%
40.3%	42.3%	14.9%	2.0%	0.4%

Accomplishments

Please indicate whether you agree or disagree with the following statements:

Our RTL Consortium has:

19. Increased formal and informal communication among service providers
20. Fostered flexibility in working together to provide services
21. Used innovative approaches to planning and service provision
22. Addressed barriers and solved problems
23. Involved all community groups that seek to improve support for children at risk
24. Included members of the ethnic groups present in our community
25. Ensured access to services for all who need them
26. Identified and addressed service gaps in the community

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
51.8%	42.2%	5.6%	0.4%	0.0%
41.0%	48.2%	9.2%	1.6%	0.0%
33.1%	45.6%	18.1%	3.2%	0.0%
38.2%	47.4%	12.9%	1.6%	0.0%
34.3%	42.3%	19.4%	4.0%	0.0%
26.7%	38.5%	26.7%	7.3%	0.8%
25.6%	44.3%	22.0%	8.1%	0.0%
36.7%	44.0%	15.7%	3.6%	0.0%

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Our RTL Consortium has: (continued)

27. Has helped families access services that improve their child's ability to learn in school
28. Provided training for staff or community members
29. Collaborated in activities that meet common goals
30. Increased open exchange of skills and information
31. Increased prevention-orientated strategies or programs
32. Combined resources (e.g. funds, staff) toward a common goal
33. Worked to avoid duplication of services

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
47.8%	42.9%	7.7%	1.6%	0.0%
31.6%	44.9%	17.4%	4.5%	1.6%
36.8%	51.4%	9.3%	2.0%	0.4%
41.5%	45.6%	11.3%	1.6%	0.0%
35.2%	49.4%	11.7%	3.2%	0.4%
38.2%	41.1%	17.1%	3.3%	0.4%
32.4%	42.1%	22.3%	3.2%	0.0%

Consortium Needs

Please indicate whether the consortium needs more or less of the following characteristics:

Note that a rating of 5 = needs a lot less, 4 = somewhat less, 3 = just the right amount, 2 = needs somewhat more, and 1 = needs a lot more

34. Leader support (amount of help and encouragement consortium leaders give to its members)
35. Team spirit (the feeling that the group is unified and working together)
36. Task focus (the group is focused on concrete, specific tasks)
37. Organization (the group runs in a smooth, orderly, and efficient manner)
38. Consortium member support (the amount of help and support the consortium members give their leaders)
39. Procedures for collaboration across agencies and organizations
40. Ability to resolve conflict and solve problems
41. Ways to deal with barriers to collaboration, such as turf issues and denial
42. Open discussions on key issues that encourage sharing all viewpoints
43. Visibility in the community (the general public knows what the consortium is and does)
44. Regular communication to the public about its work

Needs a lot less	Somewhat less	Just the right amount	Needs somewhat more	Needs a lot more
4.6%	2.5%	65.4%	21.7%	5.8%
4.1%	1.7%	53.1%	35.3%	5.8%
3.8%	1.7%	55.3%	30.8%	8.4%
3.3%	2.9%	65.0%	26.3%	2.5%
2.6%	3.5%	50.6%	37.7%	5.6%
2.1%	4.2%	43.0%	41.4%	9.3%
3.0%	3.0%	69.4%	21.7%	3.0%
3.4%	3.0%	54.1%	31.3%	8.2%
3.4%	2.1%	70.0%	21.5%	3.0%
2.1%	2.9%	16.4%	50.4%	28.2%
1.7%	2.5%	17.6%	50.8%	27.3%

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Summary of Open-Ended Responses

This section provides a summary of the responses to open-ended responses on the consortium member survey. The bulleted items represent common themes expressed by respondents. The numbers in parentheses indicate approximately how many people's comments related to that theme. Not all survey respondents answered each question, and often the same respondent's comments on a given question included several themes.

2. What is your primary role in the community?

Consortium members reported the following roles as not fitting the categories listed in question 2.

- Community coalitions for prevention of drugs, alcohol and tobacco,
- Community Health and Safety Network
- community service organization
- Conflict management
- Domestic violence and sexual assault services
- Family advocate
- Mentoring
- Public library
- Readiness to Learn family resource specialist
- School social worker
- Prevention/intervention specialist.

8. What was the purpose for the formation of your Readiness to Learn Consortium?

The consortium was developed to:

- Support a broad base of community-based organizations *and* was specifically developed to support Readiness to Learn
- Address systems-level barriers to learning
- Address expressed community need
- Combine the assets of school districts and expand educational opportunities
- Advise several community agencies, but now serves only readiness to learn
- Provide safe recreational activities for teens.

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9. Would this consortium continue without Readiness to Learn funding, why or why not?

Respondents differed in their opinions about this issue. To the extent that the consortium had developed enough to be seen by members to address issues of wider community concern and to be of value to their organizations, respondents considered the consortium would continue on its own, though many worried that funding would become an issue. The number in parenthesis represents the approximate number of consortium members who expressed the bulleted point.

- Would not continue without the Readiness to Learn program leadership and funding (over 80)
- Consortium would continue in some form (over 50)
- Uncertain whether the consortium would continue or not (about 6)
- Not yet developed enough to continue but working toward that goal
- Participation of leaders from the schools would not continue without Readiness to Learn funding
- Link between schools and social services would be diminished without Readiness to Learn.
- Focused on the needs service needs of the Readiness to Learn program's families, and thus would not continue without the Readiness to Learn program.

45. What were the major accomplishments of your consortium during the past year?

Respondents' comments were a long list of varied activities with a number of common themes including:

- Activities central to the Readiness to Learn mission on bringing agencies together to help children and families succeed (over 50)
- Collaborating for grants and fund raising (12)
- Expansion of Readiness to Learn program to other districts or schools (9)
- Improved collaboration and functioning (9)
- Collaborating on training activities (8)
- Drug and alcohol awareness/prevention activities (7)
- Organizing the consortium or re-starting it (6)
- Family dinners/nights out (5)
- Activities for teen-agers (5)
- More cultural competence with immigrants and with Native Americans (5)
- Information sharing among collaborators (4)
- Better follow-up on school attendance problems (4)
- Including teen-agers on consortium (4)
- Expansion of membership (3)
- Improved student achievement (2)
- Mentoring programs (2)
- After school program services (2)
- Helping schools develop crisis or emergency plans (2)
- Bilingual services (2)
- Head lice control (2)

- Made dental services available (2)
- Better collaboration with law enforcement (2)

46. What were the challenges for the Readiness to Learn Consortium during the past year?

Many of the challenges listed are not necessarily considered to be "problems" or "negatives" by respondents. They often are indicators of the process of building collaboration among busy people across organizations/institutions with competing priorities and limited time and resources. These comments help to elucidate the findings above in relation to consortium accomplishments and needs, and collaboration. Challenges most frequently mentioned include:

- Attendance at consortium meetings (20)
- Limited resources (time and money) to address needs of community, families, etc. (18)
- Clear goals and focus for consortium (17)
- Sufficient funding for consortium projects or services (16)
- Scheduling meetings at times convenient for members (15)
- Challenges of integrating new staff, consortium members (14)
- Poor leadership (12)
- Time for staff, meetings, full consultation on issues (12)
- Connecting school and social services [staff, systems, cultures, services] (9)
- Communication, especially over wide geographical area and with agencies not in consortium (8)
- Addressing issues of racism, cultural differences between tribes, schools, communities (7)
- Gaining support and commitment from school boards, administration, agencies (7)
- Learning how to collaborate vs. competitiveness, turf issues. (7)
- Barriers due to transportation issues (ferry rides, distance in rural areas) (5)
- Realizing that building trust /increasing true collaboration takes time and outreach (2)

47. How could the Readiness to Learn Consortium improve its effectiveness in the coming year?

In general responses either addressed the issues mentioned in the previous question or indicated that the consortium should continue processes and practices already in place, perhaps recognizing that such improvement is a process and that the consortium's effectiveness would improve over time.

Continue to:

- Build bridges with agencies and schools (3)
- Hold monthly meetings to discuss how to best serve community and families (4)
- Communicate ideas and successes
- Establish partnerships/develop cohesiveness
- Focus on family and parent involvement

- Identify specific issues to focus on
- Identify more sources of funding
- Reach out to involve more agencies, schools, and communities

Address issues or challenges by:

- Establishing clearer consortium goals and focus (about 30)
- Assured funding and additional funding for expansion (21)
- Establishing additional forms of communication, eg. website, e-mail, newsletter, distribution of minutes to members (about 20)
- Becoming better known in the community and broadening basis of support (14)
- Becoming more task-oriented/having specific work plan (9)
- Improved leadership/better planning (9)
- Increased commitment by members to attend meetings (5)
- Holding more frequent meetings, e.g. monthly (5)
- Having more school personnel at meetings (3)
- Increasing participation of people of color, specifically Native Americans (3)
- Using subcommittees, a steering committee to address the work of the consortium (about 3)
- Holding fewer more focused meetings

48. How could the consortium be more creative in planning, developing, and delivering services to families and children?

Many people referred to their answers in the previous question (Q#47) in response to this question. Others reiterated the points they had made previously. More than 30 people felt the consortium was already being creative. Others recommended:

- Select and implement a research-based model for service delivery for rural, minority, or high risk populations (24)
- Establish a family/community network, involve families more in all aspects of planning (9)
- More and varied means of communication (7)
- More participants from school administrators and better listening on their part (7)
- Become more goal-oriented (at least 6 emphasized this in Q#47)
- Hold more weekend and evening family-friendly events (6)
- Provide more staff time for leadership to work on consortium building (4)
- More workshops for school staff and Readiness to Learn staff on working with at risk population and with social service agencies (4)
- Add activity planning to consortium agenda (3)
- Implement systematic program evaluation; disseminate results (3)
- Share more success stories
- Hire more ethnically diverse staff
- Encourage more agency flexibility to address needs of rural population
- Identify service gaps and jointly seek funding to address these
- Solicit support and funding from faith community.

49. Are there any other comments you wish to make?

Comments fell into the following categories:

- Praise for the Readiness to Learn model, concept, program effectiveness
- Praise for various Readiness to Learn staff members by name
- Appreciation for the impact of specific Readiness to Learn programs on families and children
- Appreciation for the consortium's work
- A few complaints about paperwork taking time away from program services
- A few complaints about meeting time taking people away from providing service
- Evidence of effective networking and referral among consortium member agencies to better serve children and families.